DOCUMENT RESUME

ED 318 587 RC 017 491

AUTHOR	Salerno, Anne; Fink, Mary
TITLE	Dropout Retrieval Programs.
INSTITUTION	Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	89
NOTE	59p.; Contains a 3 page summary written by Anne Salerno.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Vocational Education; *Dropout Programs; Dropouts; *High School Equivalency Programs; *Migrant Education; Migrant Programs; *Nontraditional Education; Profiles; *Reentry Students; Secondary Education
IDENTIFIERS	Migrant Education Secondary Assistance Project

ABSTRACT

This paper describes 15 dropout retrieval programs that have components with potential for helping migrant dropout youth return to an educational program. Each profile contains information on eligibility, identification or recruitment method, funding, services, and contacts. In addition, each program is categorized as to type of sponsoring institution or agency, format, components, and special features. Some entries include a profile of an exemplary student. The programs are: (1) adult education programs, available nationwide; (2) Colorado's Finest Alternative High School, Englewood, Colorado; (3) Educational Clinics, Inc., in Washington and California; (4) Giving Rural Adults a Study Program, East Bloomfield, New York; (5) high school equivalency programs, available nationwide; (6) Individualized Learning Center, Delano, California; (7) Jefferson County High School programs, Louisville, Kentucky; (8) Kenan Trust Family Literacy Project, in Kentucky and North Carolina; (9) Migrant Alternative School, Yakima, Washington; (10) Migrant Dropout Reconnection Program, a national linkage system; (11) Project READY, Bettendorf, Iowa; (12) Rich's Academy, Atlanta, Georgia; (13) Secondary Migrant Project, Pendleton, Oregon; (14) Youth Education Program, Corpus Christi, Texas; and (15) 70001 Training and Employment Institute, a national program operating in 26 states. A summary, a glossary, and a list of 14 additional programs are included. (SV)

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DROPOUT
RETRIEVAL PROGRAMS

SUMMARY

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DROPOUT RETRIEVAL PROGRAMS

SUMMARY

Prepared and Written by
Anne Salerno, Migrant Education Specialist

Authorized by
The Migrant Education Secondary Assistance (MESA) Project
under a contract from the United States Department of Education,
Office of Migrant Education
to the Florida Department of Education
Federal Compensatory Education

BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

1989

With special thanks and appreciation to:

Patrick Hogan
Ulysses G. Horne
Louis T. Marsh
Rolland Mielke
Alice Williams

The MESA Advisory Committee:

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And special consultants: Kenneth Frye, Thomas Ryan and Lila Shapiro

And, of course, this project would not have been possible without the cooperation of the state directors of Migrant Education. Many thanks!

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PREFACE

How do we reach out and help youth who may not want us, who are scattered about the countryside and are not receptive to the conventional school system?

This paper is a brief description of fifteen dropout retrieval programs that could provide some unique strategies to assist migrant youth who have dropped out. The programs were selected by the Migrant Education Secondary Assistance (MESA) project for inclusion in a much longer version that has a complete profile of the program, a student profile, and a contact person.

If you are interested in the more complete document or a copy of this paper in Spanish, please contact:

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Holcomb Building, Room 210
Geneseo, NY 14454
1-800-245-5681
1-800-245-5680 (NY)

The fifteen programs described have many positive elements that can assist migrant dropout youth return to an educational program. These programs are highlighted not as exemplary dropout retrieval programs but as models that have potential for use with the migrant population.

Robert Lynch, Director
BOCES Geneseo Migrant Center

Dropout Retrieval Programs

Summary

Adult Education Programs

Adult Education programs are located in many high schools, community colleges, and universities nationwide. The programs offer a variety of services such as G.E.D. preparation, vocational training, literacy and basic skills classes, English as a Second Language, and enrichment courses. Adult Education programs may provide evening classes, child care, counseling, and job placement assistance.

Colorado's Finest Alternative High School

This project is located in Englewood, Colorado. In this alternative high school, students develop general statements of outcomes that focus on their employability skills, and personal and academic development which they must achieve in order to graduate. Classes are offered mornings, afternoons, or evenings. Self-concept development, basic skills, career awareness, and community service are also aspects of the program.

Educational Clinics, Inc.

Educational Clinics, Inc. have two locations in California and three in Washington state. Students in these clinics prepare for the G.E.D. in individualized programs based on their skill levels. Counseling, referrals, and employment orientation are provided.

G.R.A.S.P.

G.R.A.S.P. (Giving Rural Adults A Study Program) is a home study course that operates out of Bloomfield Central School in East Bloomfield, New York. This correspondence G.E.D. preparation course has three skill levels. Students receive an instructional packet which they are encouraged to return postage-free within two weeks in order to receive the next packet. Presently the course is available in English only, but is being piloted on a limited basis in Spanish.

High School Equivalency Program

The High School Equivalency Program (HEP) is a G.E.D. preparation course for migrants, seasonal farmworkers, or their dependents. There are 22 HEP programs nationwide that provide commuter or residential programs on college campuses. Career information, counseling, academic advisement, tutoring, transportation to and from the program, cultural activities, and job placement assistance are provided. Programs help students continue on to post-secondary education, vocational training, or a job according to student preference.

Individualized Learning Center

The Individualized Learning Center in Delano, California is an adult education program that prepares students for the G.E.D. or a high school diploma. Students work at their own pace to earn credit for completed assignments, averaging about nine hours a week at the Center. No formal instruction is provided, but tutoring is available if requested. The Center also offers basic skills classes, computer training, English as a Second Language, an amnesty program, business education, and rehabilitation for severely handicapped adults among its other services.

Jefferson County Public Schools

Jefferson County Public Schools in Louisville, Kentucky offer a wide range of services including vocational and academic courses, G.E.D. preparation, English as a Second Language, child care, transportation, and work/study in a number of sites. One of the programs is the Work Experience Program that provides a fully-subsidized 250-hour training period to 16-21 year old students who have completed pre-employment skills training.

Kenan Trust Family Literacy Project

This project has programs in Louisville, Kentucky and in North Carolina to assist undereducated parents and their three and four year old children overcome poverty and illiteracy. Parents receive basic skills instruction, job-readiness training, and parenting education while their children attend preschool class in a school three days a week during the school year. The program helps parents realize the positive influence they have on their children's education.

Migrant Alternative School

The Migrant Alternative School in Yakima, Washington offers G.E.D. preparation in English and Spanish, English as a Second Language, basic skills, some credit-bearing academic courses, vocational training, and employment/college counseling to 16-22 year old migrant or former migrant youth. Program flexibility is seen in morning, afternoon, and evening sessions during regular term and in a six-week summer session that is open three nights a week. Eighty percent of the students in the program at present have never been enrolled in a U.S. high school.

Migrant Dropout Reconnection Program

The Migrant Dropout Reconnection Program, located in Geneseo, NY, links migrant dropout youth nationwide with secondary, vocational, and/or post-secondary programs. Through a toll-free hotline, youth receive job counseling, and educational and social service referrals. A monthly bilingual newsletter, REAL TALK, highlights information on careers, health, education, role models, and financial aid, as well as youth's own writing. Bilingual clip sheets on careers, educational opportunities, and health issues are available. A job development specialist provides workshops on job-readiness skills and self-concept development. The home-study correspondence course, G.R.A.S.P., is available on a limited basis through this program.

Project READY

Project READY, located in Bettendorf, Iowa, emphasizes work/study. Students work toward their high school diploma by attending school one day a week and working at least fifteen hours a week at a community job site. While at school, students receive instruction on an individual basis and meet as a group once a day to discuss careers, social issues, and other topics.

Rich's Academy

Rich's Academy of Atlanta, Georgia, is an endeavor to involve business with education. Because the program is located in Rich's Department Store, students are exposed to the world of work and are offered part-time and summer employment. Students work toward their high school diploma in academic courses, participate in informal counseling sessions, and have access to the extended day program for tutoring and extracurricular activities.

Secondary Migrant Project

The Secondary Migrant Project in Pendleton, Oregon provides supplementary instruction in English as a Second Language, oral language, reading, math, and/or tutorial services. Students sign a credit completion contract that is designed to help those who miss part of a quarter to receive credit in a certain course. Students receive individual and group counseling.

Youth Education Program

The Youth Education Program of Corpus Christi, Texas, provides G.E.D. instruction; pre-employment/job market orientation; group, family, and individual counseling; tutoring; and human growth and development. Students receive individualized instructional packets based on the results of the Test for Adult Basic Education (TABE). An Employability Development Plan is designed by students and their parents that shows students' preferences or goals for employment.

70001 Training and Employment Institute

70001 has programs in more than 26 states. Students receive G.E.D. instruction, pre-employment and work maturity skills training, job placement assistance, post-employment counseling, community service activities, and motivation. The program gives students the opportunity to work toward their high school equivalency education through G.E.D. preparation or Adult Basic Education.

DROPOUT
RETRIEVAL PROGRAMS

DROPOUT RETRIEVAL PROGRAMS

Prepared and Written by
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and
Mary Fink, Migrant Education Specialist

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PREFACE

How do we reach out and help youth who may not want us, who are scattered about the countryside and are not receptive to the conventional school system? This publication provides some unique strategies to assist migrant youth who have dropped out.

The reauthorization of Chapter 1 Migrant Education regulations has brought about some changes in the provisions for service to migrant youth. One of these is the extension of funding for services to youth. Ms. Susan Morse wrote in the March 1989 issue of the MESA Bulletin:

"Now migratory children ages 3 through 21 generate fiscal support for state operated programs to meet their special educational needs. The provision of fiscal support for services for migratory youth 17 through 21 strengthens the moral and legal imperative to seek out and assist them."

Ms. Anne Salerno, Migrant Education Specialist with the BOCES Geneseo Migrant Center, had the main responsibility for the completion of this booklet. Ms. Salerno was assisted by Ms. Mary Fink, Migrant Educational Specialist. Thanks go to each of the programs that responded to our inquiry for information with special thanks to the staff of the selected programs who provided additional information and spent time talking about their programs to Ms. Salerno. The highlight of this publication is the student profile. These profiles feature youth who are currently enrolled in the program or who have successfully completed the program. Hopefully, they will serve as role models for other youth. Congratulations and thanks to each of these persistent young people!

Initial requests for information on identified programs were sent to approximately 150 programs. After reviewing the information received, it was determined that the majority of the programs provided prevention services to at-risk students rather than dropout retrieval. Only programs with a retrieval/ reconnection component were included in this publication. The programs selected represent a variety of strategies for serving dropout youth in programs across the country.

Again, Susan Morse states: "Dropouts are an enigma; they are difficult to find; they often are embittered and disenchanted with education and educators. Serving out of school youth will require some new approaches. However, dropouts are also among the most needy. Remember one of the "laws" of Migrant Education is that those in the greatest need are generally the hardest to serve. That's why schools have had difficulty meeting the needs of migrant youth, and that's why Migrant Education is funded."

Robert Lynch, Director
BOCES Geneseo Migrant Center

DROPOUT RETRIEVAL PROGRAM COMPONENTS

	Instructional													Vocational						Support						
	Academic Coursework	Basic Skills	Community Service	Credit Completion Cont.	Enrichment	ESL	G.E.D. Preparation	High School Diploma	Home Study	Parenting Education	Pre-G.E.D.	Tutoring	Employment Orientation	Job Placement	Post-Employment Counseling	Vocational Courses	Work-Study	Child Care	Counseling	Referrals	Rehabilitation	Self-Concept Development	Transportation
Adult Education Programs	X	X			X	X	X	X								X		X	X				
Colorado's Finest Alternative High School		X	X					X					X									X		
Educational Clinics, Inc.	X	X					X						X						X	X				
G.R.A.S.P.							X		X											X				
High School Equivalency Program					X	X	X	X	X		X	X	X	X		X		X	X	X			X	X
Individualized Learning Center		X				X	X	X													X			
Jefferson County High School	X					X		X								X	X	X						X
Kenan Trust Family Literacy Project		X								X			X											
Migrant Alternative School	X	X				X	X									X			X					
Migrant Dropout Reconnection Program					X				X				X	X					X	X		X		
Project READY	X							X									X							
Rich's Academy	X							X				X							X					
Secondary Migrant Project		X		X		X						X							X					
Youth Education Project							X					X	X	X					X			X		
70001 Training and Employment Institute		X	X				X						X	X	X							X		

ADULT EDUCATION PROGRAMS NATIONWIDE

Sponsoring Institution/Agency:

Public High School, College or University, Private or Government Agency, or Non-Profit Associations.

Format:

Classroom
Computer-Assisted Instruction
Correspondence/Independent Study
Flexible Schedule
Multi-site

Components:

Academic Courses
Child Care
Counseling
Enrichment
ESL
G.E.D. Preparation
High School Diploma
Vocational Courses

Special Features:

Good for Rural Area
Serves Migrants and Minorities

PROFILE OF PROGRAM

Identification/Recruitment Method

Advertising through the media, word of mouth.

Funding

Adult Education Act and other local, state, or federal sources.

Description of Services

Adult Education Programs are a resource available in many communities through public schools, Boards of Cooperative Educational Services (BOCES), colleges, non-profit organizations, private or government agencies. Costs will vary but many courses are free.

There is a wide variety of curriculum offered through different programs. One type provides literacy and/or basic skills development. This program serves the non-reader or poor reader. ESL and survival skills may be other components in a basic program.

Some Adult Education programs focus on G.E.D. preparation and/or working with students on credit-bearing courses for a high school diploma. Formats vary but may include classroom instruction, computer-assisted instruction, or independent learning labs. In the lab situation, students are assessed and a teacher designs individualized programs that target particular needs. Students work at their own pace and may have tutoring assistance if needed.

Another type of Adult Education course focuses on the vocational aspect. Students have the opportunity to upgrade their skills or learn a new trade. A variety of courses including auto body repair, accounting, computer literacy, cosmetology, and heating and air conditioning may be offered in different programs.

Community education courses provide students with enrichment. These serve educational, leisure, cultural, social, and recreational needs. Folk dance, quilting, local history, and foreign language instruction are possible offerings in this category.

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Many programs have evening classes or flexible hours. Some have multiple sites, child care, counseling, or job placement. At some sites, there is an open entry/open exit policy. Other sites have classes on a semester basis or at certain intervals. Some programs may be independent study or correspondence courses.

COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL
ENGLEWOOD, COLORADO

Sponsoring Institution/Agency:

Accredited with North Central Association of Colleges and Schools

Format:

Classroom
Computer-Assisted Instruction
Flexible Scheduling
Outcome-Based Education

Components:

Basic Skills
Community Service
Employment Orientation
High School Diploma
Self-Concept Development

PROFILE OF PROGRAM

Eligibility

Students from the entire Denver metropolitan area are eligible but are taken on a first come-first served basis. Others are placed on a waiting list. Students from Denver must be 16.

Identification/Recruitment Method

Referrals are made by friends, parents, and school counselors.

Funding

Funded by the Englewood School District.

Description of Services

Colorado's Finest Alternative High School in Englewood, Colorado, was named by its original student body as a statement of its goal. Students are not viewed as dropouts but as transfers.

Now in its eighth year of operation, the school has become accredited with the North Central Association of Colleges and Schools. At first the school served students primarily from the Englewood and Littleton areas, but it now enrolls youth from 19 high schools.

The district views this school as its research and development center with emphasis on computer-assisted instruction and outcome-based education. Studies are underway to use interactive video discs and to integrate computers into classroom instruction.

Students develop broad statements of outcomes that address their employability skills, personal and academic development. They are responsible for proving their achievement of these goals in order to receive a high school diploma. Students must also have an exit interview by staff to determine their readiness to graduate. All students need to achieve these outcomes for graduation:

-a 10th grade reading level
-basic math mastery
-twenty hours of community service, and

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-ability to write a paragraph on the high school level about their career goals.

This school provides a basic skills development program which uses the Computer Curriculum Corporation system of programs that includes reading, writing, spelling, math, algebra, and logic. There are also Apple computers for word processing and individualized instruction in math and reading.

Three programs serve varied student needs. The morning program is a highly personalized instructional program for 16-20 year old students. The afternoon program serves 14-16 year olds, while the evening session is for working students and those who cannot attend on a regular schedule. Classes are ungraded but credits are given for performance and/or effort.

The personal development of the student is the staff's main responsibility. Self concept development includes assertiveness training and stress management. Academic and career awareness needs are also considered. Students and staff working together is central to the program's success. A teacher takes on the role of family unit leader and counselor and is in charge of tracking student credits, attendance, and keeping in contact with the family and school. The teacher-student ratio is one to twenty.

Fifty percent of the graduates in the past two years have expressed an interest in attending a four year college. Most of these are not able to attend immediately because of financial constraints, but their educational goals are positive. Presently 370 students are enrolled in the three programs and 100 will graduate this year.

Contact Person

Dr. Tom Synnott, Principal
Englewood Schools
Colorado's Finest Alternative High School
2323 West Baker
Englewood, CO 80110
(303) 934-5786

EDUCATIONAL CLINICS, INC.
WASHINGTON AND CALIFORNIA

Sponsoring Institution/Agency:

Office of the Superintendent of Public Instruction

Format:

Classroom
One-on-One Counseling
Open Entrance/Open Exit

Components

Academic Courses
Basic Skills
Counseling and Referral
Employment Orientation (when appropriate)
G.E.D. Preparation

Special Features:

Good for Rural Area

PROFILE OF PROGRAM

Eligibility

13-19 year old dropouts must show written verification from last school attended that they are no longer enrolled and they must be lower than high school proficiency in basic skills. Students must be out of school 30-45 days before they are eligible.

Identification/Recruitment Method

Students are referred by parents, teachers, counselors, friends, private and public agencies.

Funding

Funding is through contracts and grants from state Department of Education, corporations, foundations, and individuals.

Description of Services

There are three clinics in Washington and two in California. ECI runs a year-round, open entry/open exit program that offers basic skills instruction and employment orientation to dropouts. Students work toward G.E.D. completion, returning to public school, going to work or college.

The clinics focus on students' academic gains and the activities they follow after leaving the program. Since the program's focus is on the "product" of education, the clinics do not conform to regular high school program course requirements, length or number of school days in the year, or give credits or high school diplomas.

Counseling is provided to motivate students and help them with personal problems. Students are given diagnostic tests to determine their appropriate skill level from which an individualized program is based. Students work at their own pace. Classes meet four hours a day, five days a week.

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Student Profile

Lars Larsson

Betsy Suveg sent the following profile of a student in Educational Clinics, Inc.

Betsy said,

"Lars Larsson was in the third grade when his stepfather, irate and intoxicated, began firing shots at his mother, finally knocking her unconscious by striking her repeatedly on the head with his pistol.

""I remember seeing my little sister who was just learning to walk," he said, "walking down the sidewalk, crying, running away from home."

"His stepfather quit drinking for a time after that, but soon fell into an alcoholic cycle of drinking, abuse, losing jobs, drying out, and resuming drinking.

"Because his family moved a lot, Lars attended eight different schools before his father was arrested in 1985 for drug smuggling. Since then, he, his mother, and his sister have lived consistently in the same residence awaiting his stepfather's release from prison.

"Lars maintains firmly that the problems at home did not contribute to his problems in school.

""I was only 11 when my father was arrested," Lars said, "and I didn't decide to leave school until I was 15."

"Lars, whose grades were usually A's and B's, began to put forth less effort in the seventh grade. His grades began falling rapidly.

""It was my own fault," Lars said. "I guess I had an attitude problem."

"Lars was referred to a psychologist by his principal, a relationship Lars maintains to this day. It was Lars' psychologist who referred him to ECI.

"Lars was 15 and in the ninth grade, when, upon the advice of his psychologist, he withdrew from school.

""I was failing four classes and didn't feel like I understood anything -- especially math," Lars said.

""In math, we had to learn four steps a day," he said, "and when I couldn't understand the first, I couldn't do the others."

""The teacher kept saying 'Hold on, I'll be there in a minute,' but she never was," Lars said. "She continued to spend her time with the kids who understood."

"In spite of having high school-graduate level math skills, Lars' academic frustration with the subject was great when he entered ECI.

"After 111 hours at ECI, Lars took the simulated GED tests, got excellent scores, and tested over the high school-graduate level in all areas on his post-achievement test. He plans on enrolling in community college this summer or fall where, if he can maintain a 3.0 grade-point, he can transfer to the University of Washington's Educational Opportunities Program where he plans to major in psychological research.

""In public school, some kids don't feel like they learn anything," Lars said. "The teacher asks a question, the kids look it up, answer it, and forget it -- at least two-thirds of it, anyway.

"When asked to compare his experience at ECI with that in public school, Lars paused only briefly before answering.

""All kids <u>want</u> to learn, but in a way, school hampers that," he said. "ECI lets kids work at their own pace without pushing them or pressuring them." "Kids don't feel restricted," he said. "They come here to learn so they learn.""

<u>Contact Person</u>

Ms. Betsy R. Suveg, Executive Assistant
Educational Clinics, Inc.
1415 Western Avenue, Suite 515
Seattle, WA 98101
(206) 622-6980

Educational Clinics Incorporated

G.R.A.S.P.
EAST BLOOMFIELD, NEW YORK

Sponsoring Institution/Agency:

East Bloomfield Migrant Tutorial Program

Format:

Correspondence/Independent Study

Components:

G.E.D. Preparation

Special Features:

Good for Rural Area
Serves Migrants

PROFILE OF PROGRAM

Eligibility

Rural, disadvantaged people 18 years of age or older; must have been out of school one year.

Identification/Recruitment Method

Program is publicized. Social service and JTPA agencies make referrals. Many students also hear of program from other students.

Funding

Combination of state and federal Adult Education sources.

Description of Services

Giving Rural Adults A Study Program (G.R.A.S.P.) is a home study course based in the Bloomfield Central School of East Bloomfield, New York. G.R.A.S.P. was orginally developed as a special project through the N.Y.S. Department of Education's Division of Adult and Continuing Education and has since been replicated in many sites across the state. The program provides students in need of a high school diploma with course work in reading, math, English, social studies, science, and writing skills. G.R.A.S.P. is free to students due to a combination of federal and New York State funding sources. Recruitment is through word of mouth, publicity through social service agencies, JTPA and other sources.

After the initial contact or phone interview, students receive a letter from the program along with a registration sheet and a Test of Adult Basic Education (TABE) to determine their math and reading levels. The program includes three levels with the middle level based on sixth grade abilities. If a student's abilities are very low, an effort is made to connect the student with a Literacy Volunteers of America tutor. Students receive study materials through the mail along with instructions and answers. They are encouraged to return their work within two weeks of receiving it and then receive a new instructional packet. Materials are sent back and forth with postage pre-paid for the student.

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The correspondence nature of the program is an advantage for those who have had negative school experiences or those without transportation. The G.R.A.S.P. completion rate varies depending on a student's reading level. When students are considered ready to take the high school equivalency test (G.E.D.), they are given a G.E.D. practice test. If they pass, they fill out a G.E.D. test form and mail it to the nearest testing center. There are various testing sites throughout the United States with different testing dates available. On a limited basis, G.R.A.S.P. is also available nationwide as a program for migrant dropout youth through the Migrant Dropout Reconnection Program (MDRP).

A Spanish G.R.A.S.P. program is being piloted on a limited basis in the local East Bloomfield area.

Student Profile

Margarita Zertuche

Margarita was born in Matamoros, Mexico on April 17, 1968. There were sixteen in her family. They came to the United States in 1978 and lived in Santa Rosa, Texas for two years. The family moved to Wimauma, Florida after that. Margarita said that they used to travel up North to pick cucumbers, peppers, and tomatoes while her father was still living. He died five years ago.

Margarita dropped out of school in the eighth grade in 1985. She was needed at home to help her mother after her older brothers married. She also lives with her three younger sisters and younger brother.

She feels that the G.R.A.S.P. program has given her the opportunity to do what she wasn't able to do before. Margarita was attracted to the program because it allows her to work and study at the same time everyday. She works at a nursery.

Margarita realizes it will take a long time to get her G.E.D. because of the time she has been out of school. She is determined, however. Her message to others is, "Don't drop out if you have the chance to stay in school. Try to go back (to school). Show yourself and everybody that you can do it. Go for it!"

Contact Person

Mr. Patrick Crowley, Director
Ms. Judith DelVecchio, Coordinator
G.R.A.S.P.
Oakmount Avenue
Bloomfield Central School
East Bloomfield, New York 14443
(716) 657-7162
(716) 657-7176

HIGH SCHOOL EQUIVALENCY PROGRAM
VARIOUS STATES NATIONWIDE

PROFILE OF PROGRAM

Sponsoring Institution/Agency:

Varies by site

Format:

Classroom
Home-Study

Components:

Child Care
Counseling
Enrichment
ESL
High School Equivalency Diploma
Home-Study
Placement Assistance
Pre-G.E.D and G.E.D. Preparation
Referrals
Tutoring

Special Features:

Good for Rural Area
Multi-sites Naticnwide
Residential Setting, Commuter, or Home-Study Component
Serves Migrants

Eligibility

Applicants need to fill out a formal application, be tested, and provide a health report. High school dropouts 17 years old or older, who have worked in agriculture or are dependents of an agricultural worker with at least 75 days work in the past 24 months are eligible.

Identification/Recruitment Method

Students are identified and recruited through the Migrant Dropout Reconnection Program, secondary migrant advocates, state agencies, and home visits by migrant staff.

Funding

United States Department of Education, Office of Migrant Education

Description of Services

The High School Equivalency Program provides migrant dropouts the opportunity to receive intensive G.E.D. preparation. There are presently 22 HEPs nationwide, but numbers may vary depending on availability of grants.

Many HEPs are residential and are located on a college campus where room, board, round-trip transportation, and a small stipend are provided. Sessions are usually 10-12 weeks in length and are offered three or four times per year. Some HEPs have open enrollment. Students attend G.E.D. classes, receive personal development/ career awareness counseling, and placement assistance after program completion. Classroom instruction as well as small group or individual tutoring sessions are provided. Some programs offer ESL and child care. The residential programs give students the chance to experience college life and see college role models. Students may participate in cultural activities, intramural sports, and other campus events.

There are also commuter programs that offer free transportation to the HEP. These may be part-time evening programs which provide Pre-G.E.D., G.E.D., and ESL courses. Other

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BOCES Geneseo Migrant Center
Holcomb Building, Room 215
Geneseo, New York 14454

programs may be during the day and provide ESL.

Another option in some HEP programs is the home-study program where participants work independently at home on programs designed specifically for them by certified instructors. They are in communication with their instructors through conference calls and visits. This accommodates those with irregular or very long work hours, or family obligations to continue their education.

Student Profile

Rosie Marroquín

Brigita Barobs, a HEP recruiter, tells us that Rosie Marroquín was born in Guatemala and attended HEP at the University of South Florida from October to December 1988, where she earned a high school diploma. Rosie has applied to CAMP (College Assistance Migrant Program) and is looking forward to going to college in the fall.

"Hi, my name is Rosie. I am 18 years old. I come from a family of five people, three girls and my two parents.

"My parents used to pick fruit for more than six years and like all other migrant families, we also moved 2 or 3 times a year. During those years I managed to stay in school until I was sixteen years old. At that time, family difficulties arose causing me to quit school.

"One year later I went back to school and was introduced to the HEP program by Bob Lynch and Mary Fink (from New York's Migrant Dropout Reconnection Program). I immediately decided that this was for me because I have always wanted to study and know that it wasn't going to be easy. However, the HEP program has helped tremendously.

"Specific things that attracted me to the HEP program were the opportunities that were opened for me. For instance, getting my diploma and most importantly, an opportunity to go to college.

"My message to other youth who have an opportunity to get their G.E.D is to absolutely take advantage of it. You never know, an opportunity this good may never come again.

"My future plans are to go to college to further my education. I have not decided what career to study for, but college is definitely on my agenda."

Contact Persons

CALIFORNIA

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High School Equivalency Program
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COLORADO

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Bueno Center, School of Education
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(303) 492-5416

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FLORIDA

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College of Education
Department of Special Education
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IDAHO

Dr. John Jensen
Director, HEP
Boise State University
Department of Teacher Education
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MAINE

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Training and Development Corporation
High School Equivalency Program
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MARYLAND

Gerardo Martínez
Center for Human Services
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MISSISSIPPI

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HEP Project Director
Mississippi Valley State University
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NEW MEXICO

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HEP Program
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VERMONT

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WASHINGTON

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Washington State University
Department of Education
High School Equivalency Program
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WISCONSIN

Federico Zaragoza
Dean, Continuing Education and
Business Outreach
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High School Relations
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Milwaukee, Wisconsin 53233
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INDIVIDUALIZED LEARNING CENTER
DELANO, CALIFORNIA

Sponsoring Institution/Agency:

Delano Adult School

Format:

Flexible Scheduling
Independent Study with
Individualized Courses
Open-entry/Open-exit
Tutoring, if needed

Components:

Adult ESL Classes
G.E.D. Preparation
High School Diploma
P.A.S.S. Program
Business Education
Rehabilitation

Special Features:

Good for Rural Area
Good for Small Schools
Serves Migrants

PROFILE OF PROGRAM

Eligibility

Anyone is eligible.

Identification/Recruitment Method

The Center is advertised through radio, newspapers, and regular school programs. Word of mouth is also a method.

Funding

State funding is based on Average Daily Attendance.

Description of Services

The Individualized Learning Center is a personalized adult education program. There are day and evening options. Students work toward a high school diploma or G.E.D. Enrollment is open entry/open exit during the school year. Students work at their own pace to earn credit for completed assignments. They average at least nine hours a week at the Center when it is convenient for them. No formal instruction is provided, but tutoring is available upon request. Textbooks are supplied by the Center. There is no homework as all work is done at the Center.

The Individualized Learning Center offers courses in English, math, social studies, science, G.E.D. preparation, and P.A.S.S. Evening courses include reading, writing, and math proficiency, computer literacy, keyboarding, P.E. swimming, body conditioning, and CPR.

There are also ESL classes, an amnesty program, a business education training center, and rehabilitation for severely handicapped adults. Other programs offered include GAIN, which is an educational program to help welfare recipients, and Proteus, which is funded through JTPA (Job Training Partnership Act).

Contact Person

Mr. Ramón Cardenas
Delano Joint Union High School District
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MIGRANT EDUCATION SECONDARY ASSISTANCE
BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, New York 14454

JEFFERSON COUNTY HIGH SCHOOL
LOUISVILLE, KENTUCKY

PROFILE OF PROGRAM

Sponsoring Institution/Agency:

Kentucky Department of Education

Format:

Classroom
Computer-Assisted Instruction
Extended Day
Flexible Schedule
Multi-site
Open Entry/Open Exit

Components:

Academic and Vocational Courses
Child Care
ESL
Free Transportation
High School Diploma
Work/Study

Special Features:

Good for Rural Area
Good for Small Schools

Eligibility

16-20 year old dropouts or students wishing to transfer from their high school. 16-17 year olds will need parental or guardian's written permission. Students with counselor's referral who are in 9th grade or above and have documented family/personal problems that make regular school enrollment difficult are also accepted. Adults 21 or older are accepted as well.

Identification/Recruitment Method

Open Entry/Open Exit
Referrals from local public/private high schools, courts, youth agencies, and individuals.

Funding

State and local funding
Kentucky Department of Adult Education
JTPA

Description of Services

Jefferson County High School offers a number of dropout prevention and retrieval programs. There are seven sites throughout Jefferson County. The Work Experience Program offers 16-21 year old students who have completed pre-employment skills training the opportunity to work in a fully-subsidized 250-hour training period. The DuValle Education Center coordinates an Adult Reading Program which includes computer-based reading instruction in its Principles of the Alphabet Literacy System (PALS). There is also Project AGILE which is funded by the Women's Educational Equity Act and trains women in higher-paying non-traditional jobs and other job skills such as computer training, typing, word processing, bookkeeping/ office procedures, sewing, re-upholstery, and floral design. DuValle Education Center also offers Head Start, Adult Basic Education, G.E.D. preparation, vocational skills classes, and child care. Emerson/Teenage Parent Program offers students in middle and high school from the Louisville/Jefferson County area academic

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instruction, medical/health services, social service counseling, parenting/baby care skills, reasonably priced Co-op Infant Care for infants 10 days to 18 months old. There are also components for young fathers, the new grandparents, and the extended family. Residents of Jefferson County pay no fees for the services.

Students enrolled in the program take a diagnostic test from which an individualized basic skills program is designed. If students are below an 8.5 grade level, they review concentrated basic skills until they reach that level and can then begin Carnegie unit work. Students receive grades on completion of competencies instead of by semester or grading period.

The staffing ratio is one teacher for every fifteen students. An eighteen hour pre-service training program is a requirement for teachers.

Student Profile

John Brady

Linda J. Wilhelms, a counselor at Jefferson County High School, sent us a profile of John Brady. John is a 35 year old Black man who is married and has two children.

Linda writes:

"John expressed an interest in our program at the same time his oldest son entered high school and began playing basketball. John began to attend ball games and be exposed to the high school environment. Perhaps most significant, he realized his son had reached the ninth grade, the very same grade that John had reached in 1969. Faced finally with the prospect of his own son surpassing him educationally, John elected to return to high school and pursue his diploma.

"John had grown up in a disadvantaged, inner city home. Most of his grades, through junior high, were barely passing and there was a strong indication that basic skills had never been mastered. John entered Jefferson County High School with only four of the required twenty credits and was functioning on a level between fifth and sixth grades.

"John's goal was to receive a diploma in order to improve his opportunity for full employability. He had been working in minimum wage jobs that offered no future. John's instructor, impressed with his quiet determination and nearly perfect attendance, began teaching him, in 1986, where his education had stopped in 1969.

"John worked on basic skills for several months before he could begin actual credit work. He was amazed at how quickly he mastered grammar and fractions. He experienced special pleasure in completing a computer-based geometry course.

"John graduated from high school on December 13, 1988. His wife and children proudly attended the ceremony, and as John crossed the stage to receive his diploma, his oldest son, John Jr., called out, "Way to go, Pop."

"John recently entered a machinist apprenticeship program at a large commercial dairy. His future is now at his command."

Contact Person

M. Buell Snyder, Director
Jefferson County Public Schools
4409 Preston Highway
Louisville, KY 40213
(502) 473-3173

KENAN TRUST FAMILY LITERACY PROJECT
KENTUCKY AND NORTH CAROLINA

Sponsoring Institution/Agency:

Administered by the Southern Regional Education Board of Atlanta, Georgia.

Format:

Classroom

Components:

Early Childhood Education
Parenting Education
Vocational Preparation

Special Features:

Good for Rural Area
Good for Small Schools

PROFILE OF PROGRAM

Eligibility

Any adult in need of literacy skills is eligible.

Identification/Recruitment Method

Contact is made directly with people who have been referred, Social Services, TV and radio ads, and flyers that are sent home with elementary students.

Funding

Funded by William R. Kenan, Jr. Charitable Trust in Chapel Hill, North Carolina.

Description of Services

The Kenan Trust Family Literacy Project is designed to help undereducated adults and their three and four year old children break out of the cycle of poverty and illiteracy. Through Kenan funding, there are presently three sites in Louisville, Kentucky and four sites in North Carolina.

The program operates in a school three days a week during the school year. Each site has fifteen to eighteen parents plus their three and four year old children. Parents receive basic skills instruction, parenting education, and vocational preparation. Basic skills classes are three hours a day and are individualized based on needs assessment. Parenting education is a forty-five minute class designed by the teacher and parents and includes skills in nurturing, disciplining, communication between parents and children, and awareness of community resources. The vocational component emphasizes pre-employment skills including goal setting, self-esteem, interviewing, and job-readiness.

Parents also work as volunteers within the school. They may work as tutors, library or kindergarten aides, or by reading stories to a class.

Children attend preschool class while their parents are in class. Parents spend part

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of the day working with their children in the classroom to get ideas that can be used at home to make learning fun. The parent education program gives parents effective strategies they can apply at home with their own children.

The program's goals include allowing parents to feel comfortable and familiar with a school setting; showing parents the positive influence they can have on their children's education; helping parents gain knowledge and motivation skills to get training or jobs; and giving children a positive role model by seeing their parents' interest in education.

There will be model programs in several states. Kenan Trust Research will be done based on those programs to see the immediate and long-term effects the program has. The information will be used to validate or modify family literacy approaches and for developing strategies that policymakers can use to help break illiteracy cycles.

The outcomes of the program show that 90% of adults increased skills by one grade level after less than a month. Children also showed progress developmentally.

Student Profile

Rachel

Kathy Bailey sent us some information about Rachel who is 20, married, and the mother of children ages 3 and 5. In 1982, Rachel dropped out of school in the seventh grade because of her pregnancy and poor grades. When Rachel was asked why she returned to an educational program she stated, "I want to be somebody. I want to be able to get a good paying job."

Rachel has experienced many positive changes since she enrolled in the Kenan Trust Family Literacy Project. According to Kathy, "When Rachel came into the program she felt "dumb," like she could not succeed. She knew that with her lack of education all that she could hope for were low paying jobs. Now she feels that she can do ANYTHING she puts her mind to. She is much more verbal, speaks up more often, feels much more confident of her abilities. Since enrolling in the program Rachel

has become President of the PTA, spoken at a legistative hearing on adult education, and is on a committee for the public schools helping to get more parents more involved in school. Rachel has taken three of the parts of the G.E.D. and scored very well. She expects to finish by spring."

Rachel's children have also benefited from the program. Her oldest child has shown improved behavior and has become more independent. He has also shown improvement in school and with his attitude toward school. Rachel's child who is enrolled in the program has also improved skills and become more independent and social.

Contact Person

Ms. Sharon Darling, Director
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455 4th Avenue
Louisville, KY 40202
(502) 584-1133

MIGRANT ALTERNATIVE SCHOOL
YAKIMA, WASHINGTON

Sponsoring Institution/Agency:

Yakima Public Schools

Components:

Basic Skills Development
Counseling
ESL
G.E.D. Preparation
Regular Credit Classes
Vocational Training

Special Features:

Good for Rural Area
Good for Small Schools
Offers Spanish G.E.D
Serves Migrants

PROFILE OF PROGRAM

Eligibility

Migrants or former migrants older than 16 and less than 22, who are dropouts, or have never attended United States high schools or people who need bilingual services are eligible.

Identification/Recruitment Method

Word of mouth, radio ads on the local Spanish station, certificates of eligibility, high school counselors records of dropouts, and high school home-visitors' referrals are used.

Funding

One-third of funding is from state migrant funds; the rest is from state funds.

Description of Services

The program provides ESL, G.E.D. preparation in both English and Spanish, basic skills, some classes for regular credit for those planning to return to high school, vocational training, and employment/college counseling. 80% of the students at present have never been enrolled in a United States high school. Spanish G.E.D. is essential for those students who have been educated in Mexico but need to pass G.E.D. and concentrate on the English language.

During the regular term, there are morning, afternoon, and evening sessions. In the summer, there is a six-week session that operates three nights a week.

Students are given placement testing in ESL and basic skills.

Student Profile

Mauricio

Terry Winet, former Coordinator/Teacher of the Migrant Alternative School, sent a profile of Mauricio.

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Terry writes:

"Mauricio, who is now 18, finished ninth grade in the regular school program in Yakima, Washington. That, in itself, was a significant accomplishment as he had only been in the United States for two years, and he missed some school each year to work the apple and asparagus harvests.

"At the end of the summer after his ninth grade year, Mauricio had to go to Mexico with his father, and was expected to stay there for six months. He returned to Yakima the following year and rejoined his mother. During his absence, the MAS program was created, and he came to me (his former teacher) in the fall. Since he was now 17, with less than a year of high school credit, MAS represented his best chance of "finishing" school. He registered with us and studied ESL and Spanish G.E.D. However, since he was the sole support of his family, he was not able to attend regularly.

"After working again all summer, he returned to MAS last fall and resumed his studies, attending either the day or night sessions, depending on his responsibilities. In December, 1988, he passed the G.E.D., and is now concentrating on his advanced ESL classes. Mauricio is also enrolled half-day at the Yakima Valley Skill Center (Yakima School District), where he is studying auto mechanics. He is interested in beginning training in broadcasting, perhaps next fall.

"Mauricio's message to other youth: "Whatever you want to do in the future, if you want it bad enough, you can do it."

Contact Person

MÁS

Jeanette Morales
Migrant Alternative School
602 S. 3rd Street
Yakima, Washington 98901
(509) 575-3422

MIGRANT DROPOUT RECONNECTION PROGRAM
NATIONAL

Sponsoring Institution/Agency:

Livingston-Steuben-Wyoming
BOCES Geneseo Migrant Center

Format:

Toll-free Hotline
Newsletter

Components:

Counseling
Educational Referrals
Employment Orientation
G.R.A.S.P. Home-study Course
Job Placement
Self-Concept Development

Special Features:

Good for Rural Area
National in Scope
Serves Migrants

PROFILE OF PROGRAM

Eligibility

Migrant dropout youth between 16-21 years old.

Identification/Recruitment Method

Youth are referred by Migrant Education Programs and other agencies plus through the "REAL TALK" newsletter, toll-free hotline, MDRP facilitators, and high school counselors.

Funding

A grant from the School Dropout Demonstration Assistance Program of the United States Department of Education.

Description of Services

The Migrant Dropout Reconnection Program is a national linkage system that helps migrant dropouts resume secondary or vocational education and/or post-secondary education. There are presently over 8,000 youth recruited in MDRP. 30 states and Puerto Rico have been involved in the program.

MDRP services include a toll-free hotline whereby youth receive counseling and referrals concerning vocational and educational opportunities. Youth may be counseled about local high school equivalency programs, Job Training Partnership Act 402 programs, Job Corps and other residential and non-residential training centers, migrant vocational programs, health clinics, Migrant Legal Services, Head Start, Urban League, Adult Basic Education programs, Literacy Volunteers of America, English as a Second Language programs, the High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), Portable Assisted Study Sequence (PASS) program, social services agencies, and other appropriate programs or agencies.

Youth also receive highly personalized communication through follow-up letters if a specific referral was made. A copy of the letter is sent to the program or agency contact person.

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Geneseo, New York 14454

MDRP publishes a monthly bilingual newsletter, "REAL TALK." This features easy-to-read articles on careers, health issues, educational programs, role models, financial aid, and articles by youth. "REAL TALK" is disseminated to the youth as well as high school counselors, migrant program staff, community and social service groups, and certain state and federal agencies in order to promote fuller awareness of migrant dropout youth's needs.

Bilingual career, health, and educational opportunity clip sheets are available for dissemination and portions of them are featured in "REAL TALK."

A role model brochure entitled "Migrant Portraits, Migrant Choices" provides motivation and advice to youth. A half-hour videotape, "Constancia's Choice", portrays the difficult choices migrant teens face regarding education, family, and marriage.

Financial aid information is provided and includes mention of the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children.

Since many migrant youth request help in finding work outside of farmwork, a job development specialist assists in providing workshops on job-readiness skills to youth. Advocates and educators may also receive information on how to better prepare youth for gainful employment.

Another component of MDRP includes the home-study correspondence course, G.R.A.S.P. (Giving Rural Adults a Study Program). The program is presently offered on a limited basis in English and is being piloted in Spanish.

Student Profile

Irma Guerra

Irma grew up in Pharr, Texas. As a migrant farmworker, she has harvested crops in Indiana, Idaho, and Delaware, but mostly in New York State. Irma is 20 now. She dropped out of school at 17 when she was in 10th grade. The main reason she gave for dropping out was that she didn't feel comfortable in school.

Irma needed a job and realized she couldn't get what she wanted without a high school diploma or G.E.D. Through personal contact with MDRP staff and local Migrant Education programs, Irma realized there were educational opportunities available to her. The HEP (High School Equivalency Program) seemed like a viable option. She took an assessment test a year before she actually enrolled in the Edinburg HEP (High School Equivalency Program). She enjoyed HEP because she felt comfortable there, had great teachers, helpful counselors, and she liked the openness.

Irma has had a long history with the Migrant Dropout Reconnection Program while she was in New York. She participated in field trips to Niagara Falls, New York City, and Darien Lake. Her photo has appeared in "REAL TALK." Irma has also contacted MDRP for connections with employment in Texas and with Job Corps. She has plans to go to Texas Vo-Tech when she has enough money to do so. Irma would like to be a teacher's aide.

Irma's message to youth: "Stay in school. Do your best. Life isn't easy." She urges students to take advantage of school while they can so they don't regret it later in their lives."

Contact Person

Mr. Robert Lynch, Director
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Geneseo, New York 14454
1-800-245-5680 (in New York State)
1-800-245-5681 (outside of NY State)

PROJECT READY
BETTENDORF, IOWA

PROFILE OF PROGRAM

Sponsoring Institution/Agency:

Participating School Districts

Format:

Classroom
Flexible Schedule

Components:

Academic Courses
High School Diploma
Work/Study

Special Features:

Good for Rural Area
Good for Small Schools

Eligibility

Dropout youth and potentially dropout youth, aged 16-21, in participating school districts.

Identification/Recruitment Method:

Youth dropping out of participating schools are told about the program as an option. Each youth also subsequently receives a letter or phone call.

Funding

Costs are shared by participating districts.

Description of Services:

Project READY, the innovative work/study program of several school districts near Bettendorf, Iowa, is designed to help dropout and potentially dropout youth to earn high school diplomas while improving their occupational skills. In operation since 1980, the program helps about fifty students each year by giving them a chance for schooling as well as work experience.

Project READY students attend school one day a week, receiving instruction on an individual basis. Each participating district contributes a teacher to the program, who then works with students from any of the districts. Each class a student schedules is worth one credit per semester with work experience yielding another credit per semester. Carrying an average of 4 credits each semester, a student is nearly on schedule for the 37-credit graduation requirement. Besides their individual work students also meet as a group once each class day to discuss a variety of topics, including careers and social issues.

To earn their credits, students realize they must also finish homework requirements. Absences and tardiness are considered so serious that repeat offenders are placed on contracts with three violations meaning that the student is dropped from the program for the semester.

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In addition to attending school one day a week, participants must work at least fifteen hours per week at a job site in the community. A site analyst helps each student find a job, then makes monthly visits along with the student's teacher to discuss the student's progress with the employer. Most students receive wages for their work, but those who are unable to find jobs must work on a volunteer basis if they wish to remain in Project READY. After the Project READY staff meets with the employers, students meet with their teachers and talk over both academic and employment successes and problems. Parents are also kept informed with monthly reports.

Staff members believe Project READY helps students develop confidence and positive self concepts while becoming competent workers. Many students receive diplomas, but students who use the program as a springboard to completion of G.E.D. requirements and entry into the armed forces are also counted as successes. Employers in the area benefit as well from access to a pool of local, trained workers.

The Bettendorf, Iowa area schools developed Project READY, a dropout retrieval program with a work/study emphasis.

<u>Student Profile:</u>

Christine Mizer

Linda Goff sent us the following profile of Christine Mizer, age 23.

"Christine dropped out of school in 1981 when she was a sophomore. She said that she was tired of teachers who only wanted to teach their subject matter and took no personal interest in students. She also didn't want to attend school every day. Chris realized after a year of being out of school that she could only be a waitress without an education. She stated, "You can't get by without an education."

"Christine visited Project READY with a friend. The teachers were friendly, and she liked the one day per week format, because it allowed her to work the other days of the week.

"Christine earned her diploma in January, 1986.

"Christine's message to other youth is, "No matter what program you choose to go through school, getting a diploma is the most important thing. Employers look less favorably on a G.E.D."

"Christine has a five-year-old son, who was born while she was attending Project READY. She has spent her time since graduation caring for her son and attending community college, working on an associate's degree in criminal justice. She plans to graduate in May and get married in June."

Contact Person:

Ms. Linda Goff
Project READY
951 27th Street
Bettendorf, IA 52722
(319) 359-9375

RICH'S ACADEMY
ATLANTA, GEORGIA

PROFILE OF PROGRAM

Sponsoring Institution/Agency:

Exodus, Inc.

Format:

Classroom in a Department Store Setting.
Extended Day

Components:

Academic Courses
Counseling
High School Diploma
Remedial Math and Reading

Special Features:

Serves Minorities

Eligibility

Students must have high school transcript, withdrawal form, immunization records, birth certificate, and must be cleared through the area office.

Identification/Recruitment Method

Referrals are made by high school principals, probation officers, youth workers, parents, and other students.

Funding

Rich's Department Store provides space and related expenses. Atlanta Public Schools provide teachers and materials.

Description of Services

Rich's Academy of Atlanta, Georgia is one of several schools that is part of the Exodus/Cities in Schools program. The Academy, which serves dropouts and at-risk students, is an endeavor to join private business with public education. The program has a 70% graduation rate and a 15% rate for students returning to regular high school.

The program is located on the sixth floor of Rich's Department Store. Because of the location, students are exposed to the world of work. They are offered part-time and summer employment. Store employees can volunteer part of their day tutoring, exposing students to various jobs within the store, and helping with other school activities.

Students work toward a high school diploma and are provided required academic courses and electives. Remedial math and reading classes are required for students in need of those services. Students are placed in small groups with male and female staff members, as in a family model, for daily informal counseling sessions.

An extended day program which goes until

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six o'clock, allows students time for tutoring and extra curricular activities. Health care, counseling, and social services referrals are made by staff and are available through outside agencies.

Self-esteem is a main goal of the program. The Rich's Academy staff emphasize this to students in all activities. Teachers make home visits to inform parents of the program's objectives and to encourage their participation in school activities.

Rich's Academy is an excellent example of a successful partnership between public education and the private sector in its attempt to reach dropout youth.

Contact Person

Mr. David Lewis, President
Exodus, Inc.
96 Pine Street NE
Atlanta, GA 30308
(404) 873-3979

SECONDARY MIGRANT PROJECT
PENDLETON, OREGON

Sponsoring Institution/Agency:

Umatilla Education Service District

Format:

Extended Day during March and April
Resource Room

Components:

Basic Skills
Counseling
Counseling Packets
Credit Completion Contracts
ESL
Tutoring

Special Features:

Good for Rural Area
Good for Small Schools
Serves Migrants

PROFILE OF PROGRAM

Eligibility

Students and dropouts who qualify as migrants are eligible.

Identification/Recruitment Method

Students are referred by schools, home-school consultants, younger siblings, certificates of eligibility.

Funding

Migrant Education Funds

Description of Services

This program serves both migrant dropouts and migrant secondary students. They receive supplementary instruction in oral language, reading, ESL, math, and/or tutorial services. Extended afternoon and after-school classes are available for those working in the fields with their parents during March and April if funding is available.

A credit completion contract between the classroom teacher, Migrant Education teacher or counselor, student, and principal is designed to help students who miss part of the quarter to receive credit in a particular course. The counseling component is divided into the areas of academic career, and personal/motivational. Counseling packets were designed for paraprofessionals to give them step-by-step procedures in counseling and include academic career, and personal/motivational components as well. There is also a packet on graduation requirements for them. Counseling is usually provided on an individual basis but grouping is typical for informational sessions.

The program measures its success on whether students enter a G.E.D. program in a community college or enroll in a High School Equivalency Program, or if they go back to a regular school or have successful employment.

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Student Profile

Maria Guadalupe

J. Kay Fenimore-Smith sent us a student profile of Maria Guadalupe Torres. Maria is 18. Kay writes:

"Lupe is the oldest of nine children of a migrant family. Her family depends on her to augment their income. She started school after the potato harvest, which was usually two months after the beginning of the school year, and left school two months before school was out to work in the potato planting.

"While in school Lupe was a very conscientious student. She won the Student of the Week award in recognition of her good citizenship and academic achievement.

"Lupe dropped out of school in the 10th grade in 1986. Frustrated because she did not have enough credit to project a possible graduation from high school, she decided to stay away from school. Through counseling sessions conducted by Mary Ann Horn, the Counselor-Assistant in Morrow County, Lupe went back to high school. The Counselor-Assistant presented Lupe varied alternatives to complete high school. In January, 1988, Lupe enrolled in a high school equivalency program and received her G.E.D. in March, 1988. Lupe is very grateful to the Migrant Education Program for having assisted her in her academic achievement.

"She would like to encourage all the secondary migrant students to pursue their dreams of finishing high school and to keep in touch with school personnel who could show them varied ways of attaining that dream."

Contact Person

Ms. Kay Fenimore-Smith
Director of Special Programs
412 S.E. Dorion
Box 38
Pendleton, Oregon 97801
(503) 276-6616

YOUTH EDUCATION PROGRAM
CORPUS CHRISTI, TEXAS

Sponsoring Institution/Agency:

Gulf Coast Council of La Raza

Format:

Classroom

Components:

Counseling
G.E.D. Preparation
Human Growth and Development
Job Placement
Pre-employment/Job Market Orientation
Tutorial

Special Features:

Good for Rural Area
Good for Small School

PROFILE OF PROGRAM

Eligibility

16-21 year old dropouts, pregnant teenagers, and high risk youth who are residents of Nueces County, Texas and JTPA certified are eligible. 25 participants are served in each of two terms.

Identification/Recruitment Method

Gulf Coast Council of La Raza recruited in neighborhoods, through the Department of Social Services, community organizations, and radio and TV ads.

Funding

Section 123

Description of Services

The goals of the program are to help students get their G.E.D., improve their academic skills in order to return to school; give students pre-employment job market orientation; and to teach job seeking skills. Eligible students must have at least a 6th grade reading level and/or a 5th grade math level and may not exceed the 11th grade reading level to participate in the program.

Students will attend a minimum of four hours daily in remediation/G.E.D. preparation classes. They are given individual instruction packets based on the results of the Test for Adult Basic Education (TABE). Students receive individualized seatwork and computer work. Students and their families develop an Employability Development Plan which shows students' preferences or goals for employment.

Group, family, and individual counseling are provided. Students are counseled on how to set realistic goals and completion times for the program. They sign an agreement about their responsibilities to comply in the time allotted. Tutoring is available.

Incentives of $25.00 per grade level increase as measured by pre- and post-test scores are given. Students who gain the G.E.D. receive a $30.00 incentive payment. The average program participation length is four to seven months.

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Outcomes are expected to show a 45% attainment of G.E.D. 80% of participants will show an increase of one grade level or more as evidenced by pre- and post-testing. 80% of students will receive a 70% or higher grade in the pre-employment job market orientation.

Student Profile

Patricia Prado

Patricia Prado with daughter

Gloria Gonzalez sent the following profile:

"Patricia Prado, age 17, became interested in the G.E.D. classes for pregnant teens after hearing one of the GCCLR counselors speak at a local Health Department Clinic during a routine prenatal doctor visit. She waited after her baby, Tabitha, was born and then began attending classes. Her husband also became an active participant in the GCCLR programs.

"When it was announced that the National Council of La Raza's annual conference would be sponsoring a Youth Leadership program in July, she became motivated. She also motivated the rest of the youth that made up the "Youth in Action" club, which included other participants of the Pregnant Teens Program and participants of the Drug Abuse Prevention Program. Together they held car washes, cake sales, and other fundraising events to raise money for expenses of the conference. Fortunately, it was worth every ounce of work. While at the conference, Patricia entered the essay competition and won a $200.00 savings bond.

"After the conference, Patricia decided to return to class and get really serious about getting her G.E.D. After polishing up on Algebra and passing all the simulated tests, she was encouraged to go take her G.E.D. tests at the Del Ma College Testing Center. Patty passed all five tests in no time at all. She is interested in going on to college to study advertising. She would like to begin her studies soon, but the rising costs of college education may hold her back for a while.

"In the meantime, she will continue taking care of her two children, and working at a local hospital in the Accounting Department. She also volunteers hours at the Salvation Army.

Thanks to many hours of hard work, Patty will get the chance to do something her family never thought she'd do - have her picture taken in a cap and gown."

Contact Person:

Dr. Maria Garza
2203 Baldwin Blvd.
Corpus Christi, Texas 78405
(512) 881-9988

70001 TRAINING AND EMPLOYMENT INSTITUTE NATIONAL

Sponsoring Institution/Agency:

Private Non-Profit Public Service Corporation

Format:

Classroom
Computer-Assisted Instruction

Components:

Community Service Activities
Employment Orientation
G.E.D. Instruction
High School Equivalency Diploma
Job Placement Assistance
Motivation
Post-Employment Counseling

Special Features:

Serves Minorities

PROFILE OF PROGRAM

Eligibility

16-21 year old dropouts who are economically disadvantaged are the main group served. Many other students are high school graduates, adults, or ex-offenders.

Identification/Recruitment Method

Students are referred by friends, family, courts, and human service agencies. Public service announcements, advertisements, public relations materials are also used.

Funding

Most programs are funded through the Department of Labor resources under the Job Training Partnership Act (JTPA), state education or juvenile justice funds, and grants from corporations and foundations.

Description of Services

70001 is a national program that has 80 programs in more than 26 states. Programs are run directly by 70001 or as affiliates through community-based organizations and schools. Education, employment services, and motivation are the basic components.

Pre-employment and work maturity skills training are provided. A Job Readiness Curriculum helps students, who are called Associates, find and keep unsubsidized employment with private businesses. The Curriculum meets the United States Department of Labor's 11 core employability competencies and the accompanying assessment instrument is used by staff to gauge Associates' attainments. Post-employment follow-up is done for up to 90 days after job placement to ensure Associates' successful transition.

70001 provides remedial education though G.E.D. preparation or Adult Basic Education.

Associates receive hands-on leadership training and communication skills through community service activities and career

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awareness. Motivation is emphasized in confidence-building through the Seventy-Thousand-One Career Association (SEVCA). 87% of the approximate 5,000 who are enrolled nationally per year, complete the program.

Contact Person

Ms. Lisa Anne Hawkins
Program Development Specialist
501 School Street, SW
Suite 600
Washington, DC 20024
(202) 484-0103
(800) 424-9105

Other Programs

For information about other dropout retrieval programs, please contact:

Adult Diploma Program
Contact: Mr. Robert G. Aimo
Diploma Consultant/ADP Coordinator
Community Learning Center
614 Massachusetts Avenue
Cambridge, MA 02139

Alternative Education Program
Fergus Falls Public Schools
511 W. Fir Avenue
Fergus Falls, MN 56537

Columbia Basin Alternative High School
Contact: Mr. Bob Jamison, Alternative School Director
Moses Lake School District
1318 West Ivy Avenue
Moses Lake, WA 98837

Council of Chief State Schools Officers
Contact: Mr. Jay Goldman
Public Information Director
400 North Capitol Street, NW
Washington, DC 20001

Dearborn Public Schools
Office of Alternative, Adult, and Community Education
Contact: Ms. Mary Jo Lomas
4824 Lois
Dearborn, MI 48126

Des Moines Alternative High School
Contact: Mr. Vincent C. Scavo, Principal
1000 SW Porter - South Campus
Des Moines, IA 50315

Dropout Prevention and Recovery Program
Contact: Mr. Pete Martinez, Director
450 North Grand Avenue
Room A-427
Los Angeles, CA 90012

Kennedy Center
Contact: Mr. Richard Randels
1541 N. Saginaw Street
Flint, MI 48503

Learning Assistance Center
Des Moines Area Community College
Des Moines, IA 50300

Metro Secondary School
1212 Seventh Street SE
Cedar Rapids, IA 52401

North Central Regional Planning Council
Contact: Mr. Scott Koons
235 South Main Street, Suite 205
Gainesville, FL 32501

OPPORTUNITY CENTER - Royal Oak, Madison Public Schools, Lamphere and Clawson Consortium
Contact: Mr. Douglas C. Light
Director of Continuing Education
School District of the City of Royal Oak
1123 Lexington Blvd.
Royal Oak, MI 48073

Second Chance Opportunity Centers
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203

Wil Lou Gray Opportunity School
West Campus Road
West Columbia, SC 29169

Glossary

Academic Coursework - credit-earning courses.

Basic Skills - reading, writing, and math.

Child Care - supervision of small children while parents/guardians are studying.

Community Service - volunteer work within a community.

Counseling - assistance with personal or family problems and academic/career guidance.

Credit Completion Contracts - contracts between the migrant student, principal, and classroom teacher, Migrant Education teacher, or counselor to assist the student in earning missed credits. The student signs a contract that lists the necessary assignments to be completed in the resource room in order to gain credit for a particular course.

Employment Orientation - job-readiness skills such as developing a good attitude toward work, finding and applying for jobs, as well as determining job preferences.

Enrichment - educational, cultural, social, and recreational activities such as field trips, foreign language instruction, arts and crafts, and folk dancing.

ESL - English as a Second Language classes for people with limited English proficiency.

G.E.D. Preparation - instruction to prepare students for the five areas of the General Educational Development (G.E.D.) exam in order to receive an equivalency diploma.

High School Diploma - participants receive a high school diploma upon successful completion of a program.

Home-Study - correspondence style courses for preparing for the G.E.D. exam.

Job Placement - assistance in locating employment.

Parenting Education - teaching parents ways to help their children learn at home, to nurture, discipline, and improve communication skills between the parents and their children.

Post-employment Counseling - follow-up after a student completes a program and is placed in a job to ensure that the student maintains a solid working relationship.

Pre-G.E.D. Preparation - instruction to enable students with low skill levels to increase their abilities to a point where they can prepare for the G.E.D. exam.

Rehabilitation - therapy for severely handicapped adults.

Referrals - contacts with appropriate educational, social service, or employment programs.

Self-Concept Development - activities to foster self-esteem.

Transportation - a means to and from an educational program is available to students.

Tutoring - individualized or small group instruction.

Vocational Courses - training in technical skills such as auto body repair, cosmetology, food service, practical nursing, welding, and horticulture.

Work-Study - placement of students in part-time jobs while they are enrolled in a study program to gain work experience and extra income.

NOTES